

# Inspection of Banana Moon Day Nursery Altrincham

The Lindens, 59 Barrington Road, ALTRINCHAM, Cheshire WA14 1HZ

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Inspection date: 13 December 2021

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children enter the nursery playrooms happily. They show that they feel secure in the company of the familiar adults. Babies and toddlers go to find their favourite toys and equipment. For example, they crawl into interesting wooden boxes with mirrors inside them and carefully watch their reflected image and movements. The experience fascinates the babies. It helps to promote their concentration and self-motivation. Children of all ages play outdoors every day. They know that when the weather is cold, they must wear warm clothes. Pre-school children join in with an adult-led exercise session. They find out that exercise makes them out of breath and keeps them warm. The activity promotes children's physical health and well-being effectively.

Managers evaluate the provision. However, they do not identify weaknesses in the quality of care and education accurately enough. As a result, they do not consistently help staff to address gaps in their professional skills and knowledge. This sometimes prevents children from making the progress that they are capable of. On occasion, the quality of children's care is inconsistent.

Parents are pleased with the nursery's vigilance during the current COVID-19 pandemic. They say that managers communicate well with them and act quickly when staff or children become infected. Staff read stories via the internet to children who are isolating at home. This helps children to remember the staff and the nursery. Children look forward to returning and settle back quickly.

### **What does the early years setting do well and what does it need to do better?**

- Managers intend that staff continuously improve their professional skills and knowledge. Staff say that managers are supportive. However, training and coaching for staff are not effective enough. This means that practice is inconsistent and the quality of care and education is sometimes compromised. At lunchtime, staff sit alongside pre-school children. However, managers do not lead the routine well enough to ensure that staff know what to do. For example, some children are not supported to develop self-help skills, such as eating with cutlery. In the baby room, staff sometimes do not make sure that toddlers are changed into dry clothes after water play.
- Staff understand child development and generally sequence children's learning effectively. For example, babies learn to point to their noses, and pre-school children learn that noses are for smelling with. However, staff do not sequence mathematics effectively. For instance, when children count pebbles, staff do not help them to learn that the last number they say tells them how many they have. This hinders children from learning that numbers denote quantity. In a further activity, staff use balance scales. They intend to teach children about

comparative weight. However, they mix up ideas of quantity, size and weight and children become confused. Managers do not have the knowledge they need to identify and address weaknesses in the mathematics programme.

- Parents say that they feel well-informed about activities and routines. They particularly like the online app that staff use to communicate details of daily care routines, such as sleep times. Parents upload observations and information from home onto the app. This helps everyone to work together to promote children's development. For instance, when children are potty training, parents and children's key persons exchange information about children's progress.
- Staff encourage children to join in with familiar rhymes and action songs. This means that children experience the rhyme and rhythm of language. The singing extends children's vocabulary and understanding because they learn the words for the actions in the songs.
- Managers and staff support children who speak English as an additional language. For example, staff ask parents to teach them to say some words in children's home languages. Hearing the words helps babies and children to gain confidence and to feel secure.
- Children behave well and follow instructions. For example, pre-school children wait patiently at the gate until it is their group's turn to go inside and climb the stairs. The well-established routine helps to promote children's independence and self-control.
- Managers use additional funding to enhance the provision. For example, they introduced a visual timetable. Children learn that the words and symbols represent times of day, such as lunchtime. This is a meaningful introduction to early reading for pre-school children and children with special educational needs and/or disabilities. Furthermore, children begin to understand the daily pattern of events, which promotes their emotional well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Managers keep up to date with changes to safeguarding requirements. They know and understand local procedures for child protection. Managers check that staff understand their responsibility to keep children safe from harm. Staff know what they must do if they witness a colleague behaving inappropriately towards children. Managers know that reports of inappropriate behaviour must be reported to the designated officer. Staff follow routines that help to keep children safe. For example, when parents send other adults to collect children from nursery, managers request a photo. The person collecting the child must also show proof of identity and use an agreed password, before children are given into their care.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve the support and coaching that staff receive so that the quality of care and education is consistent and continually improves	10/01/2022
improve managers' knowledge of mathematics so that the curriculum promotes children's progress in mathematics effectively.	10/01/2022

## Setting details

<b>Unique reference number</b>	EY487990
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10216316
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Educ8me (UK) Limited
<b>Registered person unique reference number</b>	RP534503
<b>Telephone number</b>	01619240119
<b>Date of previous inspection</b>	22 February 2019

## Information about this early years setting

Banana Moon Day Nursery Altrincham registered in 2015. The nursery employs 10 members of childcare staff. Of these, three hold qualifications at level 3 and two members of staff hold qualifications at level 2. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The provider and the inspector completed a learning walk of the nursery. They conducted two joint observations of practice.
- The inspector spoke with managers, staff and children during the inspection. She held a leadership and management meeting with the provider and a representative from the Banana Moon Franchise.
- Two parents spoke with the inspector. She viewed written feedback from three parents. The inspector took account of parents' views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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